



## Higher National Unit specification

### General information for centres

**Unit title:** Design and Use of Hard Landscape Features

**Unit code:** F1J5 34

**Unit purpose:** This Unit aims to develop candidate skills in designing appropriate hard landscape features for a garden environment. Candidates will be made aware that the design process is a matter of identifying the options available to achieve a purpose and, thereafter, combining aesthetic and functional properties in considering such options before narrowing down, re-evaluating and finally, selecting.

On completion of the Unit the candidate should be able to:

- 1 Identify hard landscape structures and surfaces used in garden design.
- 2 Describe the functional properties of a range of hard landscape features.
- 3 Design a hard landscape feature for a garden.

**Credit points and level:** 1 HN credit at SCQF level 7: (8 SCQF credit points at SCQF level 7\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Recommended prior knowledge and skills:** Prior knowledge or skills are not essential for this Unit. However, it may be beneficial for candidates to have had work experience in an appropriate discipline related to garden or landscape design or construction. Technical drawing skills would also be beneficial.

**Core Skills:** There may be opportunities to develop the Core Skills of *Numeracy, Problem Solving* and *IT* at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components

**Context for delivery:** If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

## General information for centres (cont)

**Assessment:** The assessment of this Unit can reflect the teaching approach taken by a particular centre. Outcome 1 could be achieved using a specific instrument of assessment, for example a restricted response identification test. Outcome 2 could be achieved using a written report or a restricted response test. Such a test should be closed-book, held under supervision and last one hour. Outcome 3 would be best assessed through the submission of annotated drawings. An equally valid method of assessment for the Unit would be one instrument of assessment requiring the candidate to produce a report based upon a garden design case study and meeting the requirements of all three Outcomes.

## **Higher National Unit specification: statement of standards**

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### **Outcome 1**

Identify hard landscape structures and surfaces used in garden design

#### **Knowledge and/or Skills**

- ◆ Types of garden structures
- ◆ Appropriate structures in the garden context
- ◆ Structural features terminology
- ◆ Artistic structures
- ◆ Functional structures
- ◆ Types of built surfaces
- ◆ Built surfaces terminology
- ◆ Un-bonded surfaces: stone chip, gravel
- ◆ Sealed surfaces: concrete, bituminous macadam
- ◆ Unit surfaces: paving, block paving, setts

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can identify a minimum of five:

- ◆ aesthetic hard landscaping structures
- ◆ functional hard landscaping structures
- ◆ built landscape surfaces

#### **Assessment Guidelines**

Evidence could be generated using an identification examination. Candidates would be asked to identify structures and surfaces in a managed and time-controlled exercise involving either numbered photographs in a classroom environment or numbered examples in a garden, park or estate location. The assessment should include at least five examples each of both aesthetic and functional landscaping structures and at least five examples of built landscape surfaces.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Design and Use of Hard Landscape Features

### **Outcome 2**

Describe the functional properties of a range of hard landscape features

#### **Knowledge and/or Skills**

- ◆ Design style
- ◆ Appropriate scale of features
- ◆ Siting considerations
- ◆ Dimension
- ◆ Colours of features
- ◆ Surface texture
- ◆ Removing surface water
- ◆ Sub-structure for features
- ◆ Ergonomics
- ◆ User group descriptions, the purpose of the feature
- ◆ Hard landscape materials composition
- ◆ Mass and density
- ◆ Durability
- ◆ Tensile and compressive strength
- ◆ Structural loading on components
- ◆ Ergonomics

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can describe:

- ◆ a minimum of six functional properties of hard landscaping features combining structures and surfaces in the descriptions offered
- ◆ the ways in which functional properties of materials lead to their valid use by designers to meet the needs of the design process

#### **Assessment Guidelines**

Evidence could be generated using a restricted response test or an extended written report. This evidence could be presented with the requirements of Outcome 3.

### **Outcome 3**

Design a hard landscape feature for a garden

#### **Knowledge and/or Skills**

- ◆ The design brief and the contribution of the client
- ◆ The influence of estimated costs upon the design process
- ◆ Options analysis and synthesis
- ◆ Contribution by specialist consultants
- ◆ Design drawings

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Design and Use of Hard Landscape Features

- ◆ Drawing paper sizes
- ◆ Scale drawings
- ◆ View options: plan, section, elevation, isometric
- ◆ Annotation

### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ design appropriate hard landscape features for a given garden area
- ◆ select appropriate materials
- ◆ produce technically correct drawings
- ◆ analyse the cost implications of varying the original materials choice

### **Assessment Guidelines**

This Outcome could be assessed by a case study which requires the candidate to produce a design for a hard landscape feature for a given garden area, supported by written or oral evidence.

This evidence should be prepared over a period of weeks in the teaching time of the Unit allowing the candidate to develop his/her submission. A different case study is required each time the Outcome is assessed. This assessment could be combined with the assessment for Outcome 2.

## Administrative Information

**Unit code:** F1J5 34

**Unit title:** Design and Use of Hard Landscape Features

**Superclass category:** SA

**Original date of publication:** August 2007

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### History of changes:

Version	Description of change	Date

**Source:** SQA

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## **Higher National Unit specification: support notes**

### **Unit title: Design and Use of Hard Landscape Features**

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### **Guidance on the content and context for this Unit**

The aims of this Unit are to develop candidate skills in designing hard landscape structures and surfaces that, combined with soft landscaping, give the overall structure and form of many gardens. The ability to design robust and appropriate hard elements that can be constructed for any garden situation is of paramount importance. The candidates should be made aware that it is the hard landscape features which, in many cases, act as a foil for areas of planting.

The content of this Unit can be delivered flexibly to reflect interests and approaches at a particular centre.

Outcome 1 introduces the Unit by looking at as many examples as possible of garden hard landscape features. By observing and identifying types of garden structures and surfaces, the candidate can begin to understand the idea of the theme or style in garden design. Appropriateness of scale and location can be discussed as knowledge is improved through observing examples. A debate can take place about the contrast between artistic and functional pieces in the context of, for example, walls and fences, paths, decking, seating areas and appropriate furniture and, possibly, play equipment. Also, an understanding of hard landscape surfaces terminology should be properly explored and developed with a look at, for example, un-bonded surfaces: stone chip, gravel, sealed surfaces: concrete, bituminous macadam and Unit or built surfaces: paving, block paving, setts, timber decking.

Outcome 2 examines the design and use of hard landscape features with specific regard to materials properties. Examples of materials that could be studied are concrete, timber, metals, brick, paving flags and block pavers. For these to be chosen, and any other hard landscaping materials, their physical attributes are of major importance. That is, the student must understand that whilst many design decisions are based upon immediate project price, this may lead to greater expense in the long-term. This may be due to a lack of strength and durability in the material chosen or a lack of quality in other ways that causes a need for re-installation or complete replacement.

Outcome 3 allows students to design and specify hard landscape surfaces and features for a given garden setting. Students will prepare a design plan in accordance with acceptable drawing standards. The project will take regard of safety, construction issues and access, including requirements for people with differing visual and other physical abilities. Candidates should be able to compare the cost implications of design detailing and the differences that materials choices make to a project price.

## Higher National Unit specification: support notes (cont)

**Unit title:** Design and Use of Hard Landscape Features

### Guidance on the delivery and assessment of this Unit

It is recommended that this Unit be taught through a series of lectures, which could be supplemented by practical classes. Practical classes could include visits to landscape construction sites, to materials suppliers or to garden features manufacturers. Alternatively, these could be in the form of talks by practising garden designers or landscape contractors.

Suitable approaches to generating evidence may include the production of a student-centred written assignment and through the production of annotated drawings, which may be supported by oral explanation by the candidate.

The following texts are suggested as being appropriate for the Unit:

- ◆ Blake, J., (1999), *'An Introduction to Landscape Design and Construction'*, Gower Press Ltd
- ◆ Fortlage, C., Phillips, E.T., (1992), *'Landscape Construction'*, Gower Publishing Co. Ltd
- ◆ Littlewood, M., (1999), *'Landscape Detailing: Vol. 1 Enclosures'*, Butterworth-Heinemann
- ◆ Littlewood, M., (1999), *'Landscape Detailing: Vol. 2 Surfaces'*, Butterworth-Heinemann
- ◆ Littlewood, M., (2000), *'Landscape Detailing: Vol. 3 Structures'*, Butterworth-Heinemann
- ◆ Lovejoy, D., (2000), *'Spons Landscape and External Works Price Book'*, E & F. Spon
- ◆ Tutt, P., Adler, D., (1992), *'New Metric Handbook: Planning Design and Data'*, Butterworth Architecture
- ◆ Wiles, R., (1995), *'Garden Structures'*, Mitchell Beazley
- ◆ Reid, G.W., (1987), *'Landscape Graphics'*, Whitney Library of Design

### *Opportunities for developing Core Skills*

There may be opportunity to develop the Core Skills of *Numeracy*, *Problem Solving* and *IT* at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

### Open learning

Elements of this Unit could be delivered by distance or flexible learning. Although it would be beneficial for the candidate to attend the centre for an oral assessment or a classroom-based identification test of knowledge, this could be done in off-centre locations under supervision.



## **Higher National Unit specification: support notes (cont)**

**Unit title:** Design and Use of Hard Landscape Features

### **Candidates with disabilities and/or additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## **General information for candidates**

### **Unit title:** Design and Use of Hard Landscape Features

This Unit is designed to provide you with the knowledge and practical skills to design and specify materials suitable for use in the construction of hard landscape features. It provides you with the background knowledge of examples of features, the materials used in their make-up and associated technical and aesthetic properties, which allow their correct specification for current application and future maintenance.

The Unit will start by looking at a range of features examining their make-up, shape, colour, scale, specification and composition. The Unit will then look at materials properties, for example, durability and strength. These aspects will be supplemented by visits to manufacturers and designers who use these materials in the construction of features for gardens. The final section of the Unit will be in the production of a design for a hard landscape feature within a garden setting.

In order to complete this Unit successfully, you will be required to achieve a satisfactory level of performance in pieces of coursework. These would normally be in the form of a written test of knowledge and the submission of a drawings package.